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ABSTRACT

Sixteen randomly chosen public high schools in Oregon were studied to determine the attitudes of teachers, counselors, and principals toward the issue of sex equity. Within these schools, 701 teachers, 57 counselors, and 16 principals were interviewed. From these interviews, a number of conclusions were drawn, including the following. (1) Strategies most frequently used to increase nontraditional enrollment in vocational education courses were teachers having available career/job materials which are not sex stereotyped, and counselors having access to materials and employment data that demonstrate the availability of careers/jobs to women. (2) A majority of the teachers and counselors mentioned at least one practice of which they were aware that discourages male and/or female enrollment in certain courses--sexist comments and/or jokes by school personnel were cited most frequently. (3) Most teachers and counselors were aware of Title IX legislation, but the majority of them said that the national emphasis on sex equity had had no effect on their teaching and counseling practices. (4) Most teachers and counselors did not think it was beneficial for male and female students to be segregated in some classes. (5) Almost half of the teachers but only one-fifth of the counselors felt that certain jobs are more appropriate for members of one sex. (6) The majority of the personnel interviewed has attended a sex equity workshop and had examined their materials for sex biased information. (7) Principals who have recruitment plans to increase non-traditional enrollments stated that these plans have had a positive effect. (Attitudes of students toward sex equity were also studied--see note.) (KC)

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Sex Equity in Secondary Schools: Implications for Vocational Education

Summary of Faculty Survey 1981

Prepared for

Oregon Department of Education

U.S. DEPARTMENT OF EDUCATION
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SUMMARY

The strategy most often mentioned by teachers to increase non-traditional enrollment was "Teachers have career/job materials which are not sex stereotyped". Among counselors, the strategy mentioned most often was "counselors have access to materials and employment data that demonstrate the availability of careers/jobs to women".

Half of the teachers and 63% of the counselors surveyed mentioned at least one practice that they were aware of which discourages male and/or female enrollment in certain courses. Of the ten practices cited, the one most often mentioned was "Sexist comments and/or jokes made by school personnel".

Counselors were much more likely than teachers to believe that their school administration has no plan for altering present practices with regard to sex equity.

Nine percent (9%) of all teachers stated that they knew of students who had been discouraged from taking certain classes because of their sex.

Almost all teachers and counselors are aware of Title IX legislation but the majority of both groups say that the national emphasis on sex equity had had no effect on their teaching and counseling practices.

The majority of the teachers (64%) and counselors (72%) did not think that it is beneficial for male and female students to be segregated in some classes.

Almost half of the teachers (45%), but only 19% of the counselors, felt that certain jobs are more appropriate for members of one sex.

Over half of the teachers (55%) and counselors (54%) had attended a sex equity workshop.

Sixty-two percent (62%) of all teachers had examined their teaching materials for possible sex biased information.

Principals that have recruitment plans to increase non-traditional enrollments state that these plans have had a positive effect.

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INTRODUCTION

The following summary report is the second of two such reports completed by Northwest Attitudes, Inc. (NWAI) for the Oregon Department of Education. This report is concerned with the attitudes of teachers, counselors, and principals toward the issue of sex equity; the first report deals with the attitudes of students toward the same issue. This research is designed to fulfill some of the goals established in the Oregon Vocational State Plan (fiscal year 1980 - 1982). Specifically, this plan calls for research to "establish baseline data, identify needs, and determine attitudes of educators and students toward sex equity practices."

Data used to prepare this report were collected between April 20 and May 7, 1981 by NWAI staff. Sixteen randomly chosen public secondary schools from around the state participated in the study. Within these schools, 701 teachers, 57 counselors, and 16 principals were interviewed. The report is divided into the following sections:

1. Strategies being used in schools to increase non-traditional enrollment
2. Practices which discourage students from taking non-traditional courses
3. Attitudes towards sex equity
4. Evaluation of teaching materials and participation in sex equity workshops
5. Advantages and disadvantages of teaching predominantly male and female classes.

Counselors and teachers were asked similar questions with the emphasis on their particular roles in the school. Principals were asked about school-wide policy on sex equity issues.

STUDY DESIGN

A. Questionnaire Design

Separate, but related, questionnaires were developed for each of the three faculty groups surveyed. The questionnaires were written by NWAI in conjunction with the Oregon Department of Education. Material was also included from the following sources:

> Department of Health, Education, and Welfare, "The Study of Sex Equity in Vocational Education." Prepared by the American Institute of Research. Palo Alto, California, 1977.
>
> State Department of Education, The State of New York, "Sex Equity in Education."

Each of the three questionnaires was thoroughly pre-tested. (For copies of the questionnaires, see Appendices A, B, and C.)

B. Sample Design

Twenty schools were randomly selected in the following manner. The sample frame (all high schools in the state of Oregon) was stratified by region and by the community's socio-economic status. Schools were then randomly selected in proportion to combined 11th and 12th grade enrollments (viz., the greater the number of 11th and 12th grade students, the greater the probability of selection).

Only 16 of the 20 schools asked to participate actually did so. The reasons for refusing to take part were varied. The schools that refused are not clustered in any one geographic area nor do they represent any one size grouping. NWAI has not been able to detect any consistent pattern in the refusals. The sample of school chosen accurately represents the distribution of schools within the state.

Once the schools were selected, five groups within these schools were surveyed: all teachers, all counselors, the principal, and a random sample of vocational and non-vocational students in 11th and 12th grades. The table below indicates the response rate for teachers, counselors, and principals. (See the first report for information regarding the students.) As can be seen, the response rates were quite high.

TABLE 1

Response Rates

	Number of Interviews	Response Rate
Teachers	701	76%
Counselors	[illegible]7	86%
Principals	16	100%

It should be noted that all sampling procedures are subject to sampling error, which can be defined as the difference between any one sample and repeated sampling of the same population. The table below indicates the maximum sampling error for the teacher portion of the survey (sample size 701). Calculations are at the 95% confidence level.

TABLE 2

Teacher sample

Percentage Split	Sampling Error (n=701)
90%/10%	±2.2%
80%/20%	±3.0%
70%/30%	±3.4%
60%/40%	±3.6%
50%/50%	±3.7%

As an example of how to use this table, consider the results to the question about students being discouraged from taking certain courses. Nine percent (9%) of all teachers stated that students were discouraged from taking classes in which there are only a few students of their own sex; 91% stated the opposite. This corresponds most closely to a 90%/10% split. The table indicates that the sampling error for a 90%/10% split is $\pm$2.2%. Therefore, with repeated sampling, the results on this question would be 9% $\pm$ 2.2%.

As a further check on the sample, it is possible to compare some of the demographic results from the teachers' survey to known demographic data about teachers previously established by the state. For example, the distribution of teachers within the state of Oregon is known. The table below compares that known data to the sample data.

TABLE 3

Distribution of teachers

Region of state	Actual	Sample
Metro[1]	35%	42%
West[2]	53%	48%
East[3]	12%	10%

Another comparison that can be made between existing data and sample data is that of percentage of female teachers in secondary schools. Thirty-six percent (36%) of the teacher sample was female; the actual percentage of female teachers is about 38%. As can be seen, the sample data is nearly identical to the existing data. While these two examples don't prove (in a statistical way) that a representative sample was drawn, they do give an intuitive "feel" for the sample.

[1] Multnomah, Washington, Clackamas

[2] Clatsop, Columbia, Benton, Coos, Curry, Douglas, Lane, Linn, Jackson, Josephine, Marion, Polk, Lincoln, Tillamook, and Yamhill

[3] rest of the state

For counselors and principals, the same statistical tests do not hold. Given the relatively small number of cases, the margin of error would be quite high. The counselor and principal data are important, however, for three reasons. First, they allow for rough comparisons to be made to teachers; second, they aid in identifying problems; and third (particularly as regards data from the principal questionnaire), they allow for analysis of school-wide variables.

C. Limitations of the Data

As was stated above, it must be kept in mind that the counselor survey and the principal survey were not extensive enough to justify making state-wide generalizations. The data from these two groups are most useful in an exploratory way -- to identify problems and measure consensus.

STRATEGIES USED TO INCREASE NON-TRADITIONAL ENROLLMENTS

Teachers, counselors and principals were given a list of strategies that are being used to increase the enrollment of male and female students in non-traditional programs. All were asked to indicate which ones they know their school is using. See the table below. (Again, the counselor data are for general comparison only; the small sample does not allow for state-wide generalizations.)

TABLE 4

Strategies to increase non-traditional enrollment

	Teachers % Cited	Counselors % Cited
Teachers (counselors) have access to materials and employment data that demonstrate the availability of careers/jobs to women.	71%	81%
Teachers have teaching materials which are not sex-stereotyped.	59%	---
Teachers (counselors) have career/job materials which are not sex-stereotyped.	53%	65%
Teachers (counselors) deliberately recruit members of both sexes in non-traditional programs.	46%	58%
Teachers (counselors) attempt to familiarize parents with the broad spectrum of occupations available to all students.	42%	60%
Teachers (counselors) are encouraged to attend workshops on sex equity in education.	41%	39%

Teachers, counselors, and principals were also asked to review the list of strategies presented and to indicate which ones were the most beneficial. Teachers responded as follows:

TABLE 5

Most beneficial strategies

Strategy	% of teachers indicating most beneficial
Teachers have career/job materials which are not sex-stereotyped	26%
Teachers have access to materials and employment data that demostrate the availability of careers/jobs to women.	24%
Teachers deliberately recruit members of both sexes into programs which in the past have been associated with men or women only.	23%
Teachers have teaching materials which are not sex-stereotyped.	22%

No one strategy was clearly dominant over others. There was very little difference among the four most often cited strategies.

Among counselors, the two most often cited strategies were "counselors have access to materials and employment data that demonstrate the availability of careers/jobs to women", mentioned by 47% of all counselors and "counselors deliberately recruit members of both sexes into programs which in the past have been associated with men or women only", mentioned by 42%.

Among principals, the most often mentioned strategies were the following:

TABLE 6

Which strategies are most beneficial?

	Number of principals
Teachers deliberately recruit members of both sexes in non-traditional programs.	8 out of 16
Counselors deliberately recruit members of both sexes in non-traditional programs.	5 out of 16
Counselors attempt to familiarize parents with the broad spectrum of occupations available to all students.	5 out of 16

PRACTICES WHICH DISCOURAGE NON-TRADITIONAL ENROLLMENT

Both teachers and counselors were asked if they were aware of any practices in their school which discourage male and/or female students from taking certain courses because of the sex of the student. Note that an affirmative answer implicitly acknowledges both an awareness of the practice and an awareness that such a practice has a discouraging effect. The table below shows the general results.

TABLE 7

Practices which discourage non-traditional enrollment

Practice	Teachers	Counselors
Sexist comments and/or jokes made by school personnel	23%	30%
Negative comments about Title IX legislation	20%	24%
No administrative plan and/or encouragement for altering present practices	12%	26%
Predominant use of male or female pronouns in literature about vocational education	11%	19%
Predominant use of males or females in pictures in vocational literature.	9%	12%
Less emphasis placed on the need of career/job preparatory education for females	8%	5%
Other	5%	12%
No response	50%	37%

In general, a higher percentage of counselors than teachers noted the occurrence of practices which discourage non-traditional enrollment. Sixty-three percent (63%) of the counselors surveyed mentioned at least one practice compared to 50% of all teachers. One specific difference

between teachers and counselors worth noting is that counselors were much more likely to mention that there is no administrative plan for altering present practices.

Looking only at teachers reveals the following general patterns among subgroups. Females and those teachers with less than 10 years experience were more likely to mention that there are practices which discourage students. For example, female teachers were almost twice as likely to state that sexist comments or jokes are a problem at their school (32% female compared to 18% male).

Years of experience was also an important variable for distinguishing subgroups. Those with 6 - 10 years experience in teaching were most likely to mention "sexist comments" as being a problem. See the table below.

TABLE 8

Years teaching experience	Sexist comments a problem
0 - 2	25%
3 - 5	26%
6 - 10	36%
11 - 15	25%
16 - 20	17%
More than 20	10%

Among principals 11 out of 16 mentioned at least one practice in their school that caused students to be discouraged from taking non-traditional classes. The most often mentioned category was "negative comments about Title IX legislation" (mentioned by 3 principals).

Both teachers and counselors were asked, "As far as you know, are there any students directly discouraged from taking courses in which there

are only a few students of their own sex?" Nine percent (9%) of all teachers and 18% of all counselors queried stated that students were discouraged. Among teachers, females were three times as likely to cite this phenomenon as were males (16% to 5%).

Those teachers who stated that students were discouraged were asked to identify who had discouraged students. See the table below.

TABLE 9

Who discouraged students?

Teacher(s)	53%
Counselor(s)	39%
Principal	6%
Assistant principal	6%
Other	34%

As is apparent, the 'other' category is quite large. Teachers indicated 'other' to specify (almost exclusively) that 'students' were discouraging each other from taking certain classes.

AWARENESS OF AND ATTITUDES TOWARD SEX EQUITY

Teachers and counselors were asked if they were aware of Title IX legislation. The vast majority of both groups answered "Yes"—92% of the teachers and 98% of the counselors.

Among the 5% of the teachers who said that they were unaware of the legislation, there was some variation by region. Teachers from eastern Oregon were more likely to be unfamiliar with Title IX than those from the western or metropolitan areas of the state. The relationship is tentative, however, due to the small number of cases in the subgroups.

Knowledge of Title IX implies only awareness of the existence of a specific piece of legislation that has affected the traditional segregation of students by sex. To see how teachers and counselors perceive the effect of this legislation and other trends in sex equity on their work, the following question was asked: "What effect, if any, has the national emphasis on sex equity had on your teaching/counseling practices?" Table 10 summarizes the results.

TABLE 10

Effect of the national emphasis on sex equity on teaching/counseling

	Teachers	Counselors
No effect	60%	56%
Made more aware of sex stereotyping, sex bias, treating students equally	23%	12%
Made more aware of non-traditional enrollments, helped me to encourage non-traditional enrollments	3%	14%
Made teaching/counseling more complicated	1%	2%
Treated students equally before; feminist before	1%	9%
Other	5%	2%
No Response	5%	5%

As the table above illustrates, the most frequently mentioned response was that the national emphasis on sex equity has had no effect on the respondents' teaching or counseling practices. Among teachers, the next most frequently mentioned response was "made more aware of sex stereotyping, sex bias, and treating students equally". From counselors, the second most frequently cited response was that they were made more aware of and encouraged non-traditional enrollments.

The sex of the teacher was related to the way in which teachers responded. Men were more likely than women to perceive the national emphasis as having no effect on their teaching practices. In addition, the majority of the teachers with classes of at least 80% male enrollment were more likely to respond "no effect" than were teachers of classes with less than 80% male enrollment. Conversely, the majority of the teachers with classes of at least 80% female enrollment were less likely to respond "no effect" than teachers of classes with less than 80% female enrollment.

Further, physical education teachers were less likely than vocational or non-vocational teachers to respond "no effect" and were more likely to cite "made teaching more complicated". This relationship is tentative, however, due to the small number of cases in the subgroups.

Teachers and counselors were asked if they preferred teaching or counseling members of one sex more than members of the other. If they did, they were then asked why. The overwhelming majority of both teachers and counselors cited "no preference". These questions sought to define perceived differences between teaching or counseling students that could account for preferences in working with members of one sex or the other.

Next, a series of questions was asked concerning teachers' and counselors' perceptions of differences between educating male and female students. Title IX provides that all classes (with the exception of parts of

courses dealing with human sexuality and some chorus courses) be integrated, and it was assumed in the survey that this is common knowledge to most faculty. In light of this, the question "Do you think that during high school, it is beneficial for males and females to be segregated in some classes?" was asked.

Thirty-two percent (32%) of the teachers and 26% of the counselors thought that in some cases, segregation was beneficial. There were several significant demographic relationships. Male teachers were more likely than female teachers to consider it beneficial by a somewhat small margin of 36% to 29% respectively. Area of teaching was also related to the way in which a teacher responded. Physical education teachers were more likely than others teachers to say "Yes" to segregation in some classes. Teachers in the east and teachers who had not attended a sex equity workshop were also more likely to answer "Yes".

There was no statistically significant relationship between teachers' responses to this question and their years of teaching experience. Although teachers could have based their answers on direct observation in the classroom, there is no evidence to suggest that their responses were related to the amount of their classroom experience.

Those teachers who said that it was sometimes beneficial to segregate students in classes were asked to list those classes in which they thought it would be beneficial. Several kinds of courses were mentioned, but the most frequently cited classes were physical education classes (cited by 69% of the teachers). Too few counselors answered the question to generate data.

Not surprisingly, physical education teachers were much more likely to cite physical education classes than were vocational or non-vocational teachers. Teachers in the east were also more likely to cite physical education classes than teachers in other parts of the state. There were no statistically significant differences by sex.

As a final follow-up question, those teachers and counselors who said that, in some cases, segregation of students was beneficial were asked why they felt that way. The most frequently cited reasons for both groups was "males and females have different skills and abilities." A substantial number of respondents chose not to answer the question.

Physical education teachers were more likely than vocational or non-vocational teachers to mention the above reason. Statistically significant differences by region and by years of teaching experience are suggested by the data, but they must be approached cautiously due to the small number of cases within the various sub-groups. The data revealed no significant differences by sex.

The broader issue of sex equity in employment was addressed in the following question: "Do you think certain jobs and careers are more appropriate for members of one sex than members of the other?" Forty-five percent (45%) of the teachers and 19% of the counselors responded "Yes" to the question.

Looking at the responses by demographics, some interesting comparisons can be observed. Men are much more likely than women to say that some jobs and careers are more appropriate to one sex by a 53% to 31% margin.

Regarding years of experience, those with more than 20 years of experience were more likely than teachers with less experience to say that some jobs and careers are more appropriate to one sex. Teachers with less than one year teaching experience were much less likely than all other teachers to echo this sentiment. The data on the middle categories for years of experience revealed no discernible patterns.

Finally, there was a small, but significant, difference related to whether or not teachers had attended a sex equity workshop or program. Those who had not were more likely than those who had to say that some jobs and careers are more appropriate for one sex. While this is an

interesting finding, it in no way proves a causal relationship between sex equity workshops and attitudes about appropriate careers.

Surprisingly, the data reveal nothing to suggest that teachers' areas of specialization are statistically significant in shaping their views of the appropriateness of jobs and careers. Although this information lends little to the understanding of relative factors, it does show that vocational teachers are no more or less likely to be stereotyping jobs and careers than non-vocational or physical education teachers.

PARTICIPATION IN SEX EQUITY WORKSHOPS; EVALUATION OF TEACHING MATERIALS

The next few questions sought to measure teachers' and counselors' participation in sex equity workshops. When asked whether or not they had attended any, 55% of the teachers and 54% of the counselors responded "Yes".

Male teachers were less likely than female teachers to have attended a workshop or program. Another significant difference was by years of experience teaching. The less teaching experience a teacher had, the more likely that he/she attended a workshop or program. Teachers in the eastern part of the state were less likely to attend than teachers elsewhere in the state. Again, there was no statistically significant difference among teachers in various areas of teaching.

Twenty-nine percent (29%) of the teachers and 71% of the counselors had attended two or more workshops or programs. The majority of the teachers (66%) had attended one workshop, and among those teachers, females were more likely to have done so than males.

Teachers and counselors who attended a workshop or program were asked the length of the last one they attended. The majority of each group responded "one-half day". The same groups were asked who organized the workshop or program, and both teachers and counselors mentioned "school district" most frequently.

Teachers were then asked if they had ever examined their teaching materials for possible sex bias. The majority (62%) responded "Yes". Male teachers were much less likely to have done so by a 57% to 70% margin. Examining teaching materials was done more often by vocational teachers than by non-vocational teachers and more often by those who had attended a sex equity workshop than by those who had not. (This, again, does not establish a causal relationship; it in no way proves that attendance at a sex equity workshop results in the closer scrutiny of teaching materials.) Teachers with 6 - 10 years of teaching experience were more likely to examine their materials than those with more or less experience.

Teachers were asked what they would do if they found that their teaching materials included what they considered to be sex-biased information. The following table summarizes the results:

TABLE 11

Responses to sex-biased materials

Not use	35%
Point out bias to students	26%
Use other materials	9%
Nothing	9%
General positive solution	6%
Administrative solution	3%

Teachers named various ways to handle material that contained sex-biased information, and the vast majority of their methods were practical and promoted sex equity. The only negative or indifferent comments were from 9% of the teachers who said that if they had such materials, they would do nothing about it. These data show an awareness of the part of teachers of what kinds of actions should be taken to promote sex equity.

Those teachers were then asked if they would anticipate a problem dealing with the sex-biased information, and 17% answered "Yes". When those who responded "Yes" were asked why, their answers revealed confusion about the intent of the question. The purpose of the question was to document difficulties in changing or exchanging the information. Forty-four percent (44%) of the teachers misunderstood the question thinking it to ask if it would bother them to have to use sex-biased information.

ADVANTAGES AND DISADVANTAGES: CLASSES THAT ARE PREDOMINANTLY OR EXCLUSIVELY ONE SEX

All teachers were asked a series of questions regarding the advantages and disadvantages of teaching classes that are predominantly or exclusively one sex only. The intent of these questions was to determine if teachers feel that classroom dynamics, ease of teaching, etc. are influenced by the mix of male and female students.

The overall impression is that the vast majority of teachers do not see any advantages or disadvantages to themselves as a result of the ratio of male to female students in their classes. Further, very little, if any, distinction was made between classes that were predominantly one sex and classes that were entirely one sex. Of all teachers surveyed, 83% felt that there is no advantage in teaching a class that is predominantly male (80% or more male) or predominantly female (80% or more female). Similarly, 78% stated that there was no advantage in teaching an all male class; 77% stated there was no advantage in teaching an all female class.

When asked what disadvantages there might be in teaching predominantly or exclusively single sex classes, the responses were quite similar to those above. Between 70% and 75% of all teachers saw no disadvantages; however, among those who did see potential problems, "discipline" was the one most often cited.

Teachers were also asked if they think it is an advantage or a disadvantage to be a male student in a class which is predominantly female. Seven percent (7%) said it is an advantage and 10% a disadvantage. Counselors responded in almost identical fashion: 10% advantage and 9% disadvantage. When asked about the reverse situation (viz., being female in a predominantly male class), teachers were slightly more likely to see a disadvantage to the female student.

PRINCIPALS: SUMMARY OF FINDINGS

Principals from the 16 schools that took part in the Sex Equity Study were asked to complete a short questionnaire. Topics that were covered included school policy toward the recruitment of students into non-traditional courses, the hiring of non-traditional teachers, and the evaluation of teachers' and counselors' materials for possible sex bias. In addition, questions similar to the teachers portion of the survey were asked.

It must be kept in mind that only 16 principals (actually 15 principals and 1 assistant principal) completed the questionnaire. Because of the small sample size, the statistical rigor applied to the teacher and students surveys cannot be applied to the principal survey. The results are useful, however, not as a base from which to make inferences about all principals in the state, but as an exploratory aid and a guide for future studies.

As was stated above, 15 of the administrators surveyed were principals, and one was an assistant principal. All were male. All have been administrators for at least three years. Eleven of them had more than 10 years of experience.

Principals were asked, "How important a priority is it that male students be encouraged to take traditionally female courses and females be encouraged to take traditionally male courses?" One meant "high" priority and five a "low" priority. The mean score was about 2.5. Four of the sixteen interviewed rated this issue 4 or higher (a low priority). As one principal stated,

> We really have not been aggressive in recruiting students to break traditional sex stereotyped courses. We are not opposed to this effort. However, this a low priority for the administration. Unfortunately, some of the curriculum concerns have to be placed on the 'back burner' because of other more serious curriculum demands.

Six of the principals, however, rated it a "two" or a "one" (a high priority).

With regards to actively recruiting students into non-traditional classes, six principals said that their schools have such a policy. These six also state unanimously that such policies have had a positive (though sometimes varied) effect in increasing non-traditional enrollment. This finding, although general, is in keeping with a United States Office of Education study (cf. Introduction) that stated, "There is a strong positive correlation between the sex equity activities in a school and the proportion of non-traditional enrollment in vocational courses in that school."

Principals were also asked the following question: "Within the last three years, has your school hired any female teachers to teach subjects which have been traditionally associated with males?" Five principals stated that they had filled such positions. These are listed below:

Advanced Senior Math
Math
Food Service
Physical Education
Chemistry
Music
Weight Training

Principals were also asked if they had hired any male teachers for traditionally female jobs. Two stated they had, and both positions were filled in Business Education.

It is interesting that more women have been hired in these 16 schools for non-traditional teaching assignments than have men. Further, women appear to be moving into advanced academic classes and physical education and not into traditionally male-dominated vocational fields.

Remember that the question measured actual hiring (and not the desire to hire) non-traditional teachers. Obviously, the availability of suitable teachers is a key ingredient. As one principal stated, "We tried to hire a female for agriculture, but she found another position."

Next, principals were asked to describe current school policy on evaluating teaching and counseling materials. As background, it should be noted that the State Textbook Commission eveluates all potential teaching materials. Any screening done at the school level would be in addition to this evaluation. Nine principals indicated that they have no such policy, and it is assumed that they rely on the state in this matter. Only two principals stated that they have a procedure for evaluating teaching materials. One additional principal stated that a policy was being formulated, and four others indicated that there is a district-level procedure.

Principals were asked if they had organized sex equity workshops for their faculty. Seven of the sixteen stated that they had organized such workshops.

RECOMMENDATIONS FOR FUTURE RESEARCH

A major objective of this study has been to provide baseline data with which progress in sex equity may be measured. To this end, it is recommended that follow-up studies be carried out periodically. Those should be done at least every two years and the questionnaire should include some of the same questions that have been asked in this initial study.

Other than these follow-up studies, we recommend that no further state-wide attitudinal surveys be done on the issue of sex equity. This initial study revealed no overt disregard for sex equity goals. Given this, it is our belief that these goals are not being fulfilled because of subtle, indirect factors that vary from school to school. Therefore, we recommend in-depth research at the school district level. This research should be aimed at the following: 1) the systematic monitoring of compliance with federal, state, and local sex equity requirements; 2) the achievement of an understanding of local variables that influence sex equity issues.

Finally, the state-wide survey of students and faculty raised a number of new questions which are as yet unanswered. Among these are:

1. How are decisions made by students with regards to class choice?

2. What are the mechanics of discouragement? What are the precise steps by which a student is dissuaded from taking a non-traditional class? Exactly, how influential are the attitudes of teachers? of other students?

3. Why are female students more likely to work part-time after they leave high school?

4. Why do the aspirations of female students drop off more rapidly than they do for males?

5. Why are vocational teachers more influential in students' course selection than are non-vocational teachers?

6. Why aren't career center personnel more influential in helping students decide on which courses to take?

7. How much effect does an active administration actually have in increasing non-traditional enrollments?

8. What is the precise effect of sex equity workshops on the outlook and practices of teachers and counselors?

While answers to these questions will not, by themselves, guarantee the success of sex equity goals, they will supply basic, needed information toward that end.

APPENDIX A

Teacher Questionnaire

PLEASE CIRCLE YOUR ANSWER UNLESS THE DIRECTIONS STATE OTHERWISE.

1. What is your sex?

36%	1.	FEMALE
64%	2.	MALE

2. What is your major teaching area? (Please fill in.) _____

VOCATIONAL 21%
NON-VOCATIONAL 68%
PHYSICAL EDUCATION 8%

3A. How many years experience have you had as a teacher?

2%	1.	LESS THAN 1 YEAR
5%	2.	1 - 2 YEARS
12%	3.	3 - 5 YEARS
21%	4.	6 - 10 YEARS
22%	5.	11 - 15 YEARS
15%	6.	16 - 20 YEARS
22%	7.	MORE THAN 20 YEARS

3B. How many years of experience have you had as a teacher <u>in this school</u>?

9%	1.	LESS THAN 1 YEAR
16%	2.	1 - 2 YEARS
21%	3.	3 - 5 YEARS
16%	4.	6 - 10 YEARS
18%	5.	11 - 15 YEARS
10%	6.	16 - 20 YEARS
10%	7.	MORE THAN 20 YEARS

CONTINUED

4. For each of the classes you are teaching this term, please write in the course name and the grade level. Also, please indicate the ratio of male to female students enrolled in each course by placing an "X" on each of the scales below.

	Name of Course	Grade	All Male	80/20%	50/50%	20/80%	All Female
1.	_____	____	•———	———•	———•	———•	———•
2.	_____	____	•———	———•	———•	———•	———•
3.	_____	____	•———	———•	———•	———•	———•
4.	_____	____	•———	———•	———•	———•	———•
5.	_____	____	•———	———•	———•	———•	———•
6.	_____	____	•———	———•	———•	———•	———•
7.	_____	____	•———	———•	———•	———•	———•

5A. Do any of the course listed above have at least 80% male or at least 80% female students?

51% 1. YES → Skip to Q 5C

43% 2. NO

6% NO RESPONSE

5B. (If "No" to Q 5A) In the last three years have you ever taught a class that had at least 80% male or at least 80% female students?

17% 1. YES

26% 2. NO → Skip to Q 6A

5C. Have you ever actively recruited males or females to balance the ratio?

28% 1. YES

72% 2. NO

6A. For you as a teacher, what advantages, if any, do you think there are or would be to teaching a class that is predominantly male (at least 80% male)?

_____

_____

_____

NONE _____

6B. What advantages, if any, do you think there are or would be to teaching a class that is predominantly female (at least 80% female)?

_____

_____

_____

NONE _____

CONTINUED

6C. For you as a teacher, what disadvantages, if any, do you think there are or would be to teaching a class that is predominantly male (at least 80% male)? _____

_____

_____

NONE_____

6D. What disadvantages, if any, do you think there are or would be to teaching a class that is predominantly female (at least 80% female)?

_____

_____

_____

NONE_____

7A. Have you ever taught a class of only one sex?

54% 1. YES
45% 2. NO
1% NO RESPONSE

7B. For you as a teacher, what advantages, if any, do you think there are or would be to teaching a class of all male students? _____

_____

_____

NONE _____

7C. What advantages, if any, do you think there are or would be to teaching a class of all female students? _____

_____

_____

NONE _____

7D. For you as a teacher, what disadvantages, if any, do you think there are or would be to teaching a class of all male students? _____

_____

_____

NONE _____

CONTINUED

7E. What disadvantages, if any, do you think there are or would be to teaching a class of <u>all</u> female students? _____

_____

_____

NONE _____

8. Have you ever examined your teaching materials for possible sex-biased information?

62% 1. YES

38% 2. NO

9. If your teaching materials included what you considered to be sex-biased information, what would you do? NOTHING 9%
NOT USE 35%
POINT OUT TO STUDENTS 26%
USE OTHER MATERIAL 9%
BUREAUCRATIC SOLUTION 3%

10A. Would you anticipate any problem in dealing with sex-biased teaching materials?

17% 1. YES

80% 2. NO → Skip to Q 11 A

10B. (If "Yes") Why? MISUNDERSTOOD THE QUESTION 44%

_____

_____

11A. Do you prefer to teach members of one sex more than members of the other?

1. YES, FEMALES

5% 2. YES, MALES

87% 3. NO PREFERENCE → Skip to Q 12 A

3% NO RESPONSE

11B. (If "Yes") Why? _____

_____

_____

12A. Do you think certain careers or jobs are more appropriate for members of one sex than the other?

45% 1. YES

53% 2. NO → Skip to Q 13 A

CONTINUED

12B. (If "Yes") Please list examples. _____

_____

_____

13A. Do you think that during high school, it is beneficial for male and female students to be segregated in some classes?

32%	1.	YES	
64%	2.	NO	→ Skip to Q 13C

13B. (If "Yes") In which classes?

P.E.	69%	OTHER	2%
SEX EDUCATION	10%	NO RESPONSE	1%
HEALTH	10%		
MUSIC	6%		
VOC ED	3%		

13C. Why or why not?

SKILLS/ABILITIES DIFFER	24%	OTHER	14%
DISCUSSION EASIER	17%	NO RESPONSE	40%
DISCIPLINE EASIER	1%		
PHYSICAL EMBARRASSMENT	4%		

14A. Looking at your school, do you think it is an advantage or a disadvantage to be a male student in a class which is predominantly female (at least 80% female)?

7%	1.	ADVANTAGE	
10%	2.	DISADVANTAGE	
78%	3.	NEITHER	→ Skip to Q 14C

14B. In which classes? _____

_____

_____

14C. Why? _____

_____

_____

CONTINUED

15A. Again looking at your school, do you think it is an advantage or a disadvantage to be a female student in a class which is male (at least 80% male)?

6% 1. ADVANTAGE
13% 2. DISADVANTAGE
74% 3. NEITHER → Skip to Q 15C

15B. In which classes? _____

_____

_____

15C. Why? _____

_____

_____

16. What effect, if any, has the national emphasis on sex equity had on your teaching practices? MORE AWARE 23%

_____

_____

NO EFFECT 60%

17. Are you aware of Title IX legislation?

92% 1. YES
5% 2. NO

18A. Have you attended any sex equity workshops and/or programs?

55% 1. YES
42% 2. NO → Skip to Q 19

18B. (If "Yes") How many did you attend?

66% 1. ONE
18% 2. TWO
6% 3. THREE
1% 4. FOUR
4% 5. FIVE OR MORE

CONTINUED

18C. How long was the last workshop or program you attended?

51%	1.	1/2 DAY
26%	2.	ONE DAY
11%	3.	TWO DAYS
2%	4.	THREE - FOUR DAYS
7%	5.	FIVE OR MORE DAYS
2%		NO RESPONSE

18D. What group organized the last workshop or program you attended?

DON'T RECALL	8%	STATE DEP'T OF EDUCATION	6%	OTHER	12%
SCHOOL	5%	ESD	12%	NO RESPONSE	7%
SCHOOL DISTRICT	26%	UNIVERSITY	16%		
COSA	5%	COMMUNITY COLLEGE	3%		

19. Below is a list of strategies that are being used by schools to increase the enrollment of male and female students in programs which have been traditionally associated with the opposite sex only. Please indicate which ones you know your school is using.

71% 1. Teachers have access to materials and employment data that demonstrate the availability of careers/jobs to women.

53% 2. Teachers have career/job materials which are not sex stereotyped (e.g., non-sexist language, pictures which show both sexes performing a job, etc.)

58% 3. Teachers have teaching materials which are not sex-stereotyped.

41% 4. Teachers are encouraged to attend workshops on sex equity in education.

46% 5. Teachers deliberately recruit members of both sexes into programs which in the past have been associated with men only or with women only.

42% 6. Teachers attempt to familiarize parents with the broad spectrum of occupations available to all students.

6% 7. Other (please specify) _____

_____

_____

CONTINUED

20. Of the six measures listed and any that you may have added, which in your opinion are the most beneficial? Please list the numbers of the measures.
#2 -- 26%; #1 -- 24%; #5 -- 23%; #3 -- 22%

21. Are you aware of practices in your school which discourage male and/or female students from taking certain courses because of the sex of the student? From the list below please circle all practices of which you are aware.

23% 1. Sexist comments and/or jokes made by school personnel.

11% 2. Predominate use of male or female pronouns in literature about vocational education.

9% 3. Predominate use of males or females in pictures in vocational education promotional literature.

3% 4. Non-sex stereotyped career/job material available, but not in use.

2% 5. Non-sex stereotyped teaching materials available, but not used.

8% 6. Less emphasis placed on the need of career/job preparatory education courses for females.

20% 7. Negative comments about Title IX legislation.

12% 8. No administrative plan and/or encouragement for altering present practices.

5% 9. Other (Please specify) _____

_____

_____

_____

CONTINUED

22A. As far as you know, are any students directly discouraged from taking courses in which there are only a few students of their own sex?

9%	1	YES	
84%	2.	NO	→ Skip to Q 23
7%		NO RESPONSE	

22B. From which classes? _____

_____

_____

22C. Who discouraged them?

50%	1.	TEACHER(S)
37%	2.	COUNSELOR(S)
6%	3.	PRINCIPAL
4%	4.	VICE-PRINCIPAL
33%	5.	OTHER (Please specify) _____

23. Please use the space below for any additional comments. Thank you for participating in this survey.

APPENDIX B

Counselor Questionnaire

PLEASE CIRCLE YOUR ANSWER UNLESS THE DIRECTIONS STATE OTHERWISE.

1. What is your sex?

   1. FEMALE
   2. MALE

2A. How many years experience have you had as a counselor?

   1. LESS THAN 1 YEAR
   2. 1 - 2 YEARS
   3. 3 - 5 YEARS
   4. 6 - 10 YEARS
   5. 11 - 15 YEARS
   6. 16 - 20 YEARS
   7. MORE THAN 20 YEARS

2B. How many years experience have you had as a counselor in this school?

   1. LESS THAN 1 YEAR
   2. 1 - 2 YEARS
   3. 3 - 5 YEARS
   4. 6 - 10 YEARS
   5. 11 - 15 YEARS
   6. 16 - 20 YEARS
   7. MORE THAN 20 YEARS

3. What type of counseling do you do? (Circle all that apply.)

   1. ACADEMIC COUNSELING
   2. CAREER COUNSELING: VOCATIONAL
   3. CAREER COUNSELING: POST-SECONDARY EDUCATION
   4. COURSE SELECTION AND SCHEDULING
   5 PERSONAL COUNSELING
   6. OTHER (Please specify) _____

4. What kinds of information are available to students to help them decide which courses to take? _____

_____

_____

CONTINUED

5. What kinds of programs are available to help students decide on courses to take? _____

_____

_____

6A. Does your school have a job/career center which is available for student use?

1. YES
2. NO → Skip to Q 7

6B. Are you familiar with the materials in the center?

1. YES
2. NO

7. What selection method, if any, is used to determine who takes vocational education courses? _____

_____

_____

NO SELECTION METHOD USED _____

8. If more students sign up for a vocational education class than can enroll, what criteria are used to determine who is able to take the class?

_____

_____

_____

9. What is your role, if any, in the selection of students for vocational education programs? _____

_____

_____

NO ROLE_____

CONTINUED

10A. Are students ever recruited for vocational education courses?

1. YES
2. NO → Skip to Q 11A

10B. (If "Yes") Who does the recruiting? (Circle all that apply.)

1. VOCATIONAL EDUCATION TEACHERS
2. COUNSELORS
3. CAREER CENTER PERSONNEL
4. PRINCIPAL
5. VICE-PRINCIPAL
6. OTHER (Please specify) _____

11A. Do you think certain careers or jobs are more appropriate for members of one sex than the other?

1. YES
2. NO → Skip to Q 12 A

11B. Please list examples: _____

_____

_____

12A. Do you think that during high school, it is beneficial for males and females to be segregated in some classes?

1. YES
2. NO → Skip to Q 12C

12B. (If "Yes") In which classes? _____

_____

_____

12C. Why or why not? _____

_____

_____

CONTINUED

13A. Looking at your school, do you think it is an advantage or a disadvantage to be a male in a class which is predominantly female (at least 80%)?

1. ADVANTAGE
2. DISADVANTAGE
3. NEITHER → Skip to Q 13C

13B. In which classes? _____

_____

_____

13C. Why? _____

_____

_____

14A. Again, looking at your school, do you think it is an advantage or a disadvantage to be a female in a class which is predominantly male (at least 80%)?

1. ADVANTAGE
2. DISADVANTAGE
3. NEITHER → Skip to 14C

14B. In which classes? _____

_____

_____

14C. Why? _____

_____

_____

15A. Do you prefer to counsel members of one sex more than members of the other?

1. YES, FEMALE
2. YES, MALE
3. NO PREFERENCE → Skip to Q 16

15B. Why? _____

_____

_____

CONTINUED

16. What effect, if any, has the national emphasis on sex equity had on your counseling practices? _____

_____

_____

17. Are you aware of Title IX legislation?

1. YES
2. NO

18A. Have you attended any sex equity workshops and/or programs?

1. YES
2. NO → Skip to Q 19

18B. (If "Yes") How many did you attend?

1. ONE
2. TWO
3. THREE
4. FOUR
5. FIVE OR MORE

18C. How long was the last workshop or program you attended?

1. 1/2 DAY
2. ONE DAY
3. TWO DAYS
4. THREE - FOUR DAYS
5. FIVE OR MORE DAYS

18D. What group organized the last workshop or program you attended?

_____

_____

_____

CONTINUED

19. Below is a list of strategies that are being used by schools to increase the enrollment of male and female students in programs which have been traditionally associated with the opposite sex only. Please indicate which one <u>you know</u> your school is using.

1. Counselors have access to materials and employment data that demonstrate the availability of careers/jobs to women.

2. Counselors have career/job materials which are not sex stereotyped (e.g., non-sexist language, pictures which show both sexes performing a job, etc.).

3. Counselors are encouraged to attend workshops on sex equity in education.

4. Counselors deliberately recruit members of both sexes into programs which in the past have been associated with men only or with women only.

5. Counselors attempt to familiarize parents with the broad spectrum of occupations available to all students.

6. Other (Please specify) _____

_____

_____

_____

20. Of the five measures listed and any that you may have added, which in you opinion are the most beneficial? Please list the numbers of the measures.

_____

CONTINUED

21. Are you aware of practices in your school which discourage male and/or female students from taking certain courses because of the sex of the student? From the list below, please circle all practices of which you are aware.

1. Sexist comments and/or jokes by school personnel.

2. Predominate use of male or female pronouns in literature about vocational education.

3. Predominate use of males or females in pictures in vocational education promotional literature.

4. Non-sex stereotyped career/job material available, but not used.

5. Non-sex stereotyped teaching materials available, but not used.

6. Less emphasis placed on the need of career/job preparatory education courses for females .

7. Negative comments about Title IX legislation.

8. No administration plan and/or encouragement for altering present practices.

9. Other (Please specify) _____

_____

_____

22A. As far as you know, are any students directly discouraged from taking courses in which there are only a few students of their sex?

1. YES
2. NO ——▷ Skip to Q 23

22B. From which classes? _____

_____

CONTINUED

22C. Who discouraged them?

1. TEACHER(S)
2. COUNSELOR(S)
3. PRINCIPAL
4. VICE-PRINCIPAL
5. CAREER CENTER PERSONNEL
6. OTHER (Please specify) _____

23. Please use the space below for any additional comments. THANK YOU for participating in this survey.

APPENDIX C

Principal Questionnaire

PLEASE CIRCLE THE NUMBER OF YOUR ANSWER TO EACH QUESTION UNLESS OTHER DIRECTIONS ARE GIVEN.

1. What is your position at this school?
   1. PRINCIPAL
   2. VICE-PRINCIPAL

2. What is your sex?
   1. FEMALE
   2. MALE

3. How many years experience have you had as an administrator?
   1. LESS THAN 1 YEAR
   2. 1 - 2 YEARS
   3. 3 - 5 YEARS
   4. 6 - 10 YEARS
   5. 11 - 15 YEARS
   6. 16 - 20 YEARS
   7. MORE THAN 20 YEARS

4 How many years have you been an adminsitrator <u>at this school</u>?
   1. LESS THAN 1 YEAR
   2. 1 - 2 YEARS
   3. 3 - 5 YEARS
   4. 6 - 10 YEARS
   5. 11 - 15 YEARS
   6. 16 - 20 YEARS
   7. MORE THAN 20 YEARS

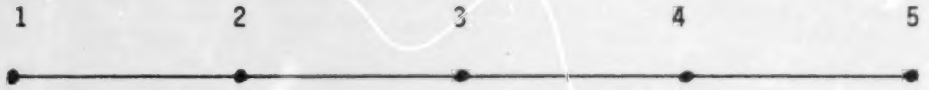
THE NEXT FEW QUESTIONS ARE IN REGARDS TO SCHOOL POLICY CONCERNING CLASSES IN WHICH STUDENT ENROLLMENT TRADITIONALLY HAS BEEN PREDOMINATELY ONE SEX OR THE OTHER.

CONTINUED

The following list gives examples of traditional male and traditional female programs. Courses not listed (such as higher level science and English courses) may also be predominately one sex. However, we are not interested in any particular class but in school policy in general.

Traditional Male	Traditional Female
Agriculture	Health Services
Mechanical	Food Services
Construction	Accounting
Electronics	Clerical
Metals	Secretarial
Drafting	Child Care
Graphics	Clothing
Forest Products	Institution and Home Management

5. On a scale of 1 to 5, how important a priority is it that male students be encouraged to take traditionally female courses and females be encouraged to take traditionally male courses? One indicates a high priority and five indicates a low priority. Please place an "X" on the scale below.



High Low

6A. Does your school have a policy of actively recruiting male and female students for classes that have been traditionally associated with the opposite sex?

1. YES
2. NO → Skip to Q 7A

CONTINUED

6B. Who does the recruiting? (Circle all that apply.)

1. COUNSELORS
2. TEACHERS
3. CAREER CENTER PERSONNEL
4. OTHER (Please specify) _____

6C. What effect(s) has recruitment of students into non-traditional classes had on enrollment? (Please describe)_____

_____

_____

7A. Aside from a possible recruitment plan, does this school have a plan for increasing the enrollment of male students in traditionally female classes and of female students in traditionally male classes?

1. YES
2. NO ——▷ Skip to Q 8A

7B. Would you briefly describe this plan please? _____

_____

_____

7C. Who established this plan?

1. STATE OFFICIALS
2. SCHOOL DISTRICT OFFICIALS
3. SCHOOL OFFICIALS
4. OTHER (Please specify) _____

7D. What effect(s) has this plan had on enrollment? (Please fill in)

_____

_____

_____

CONTINUED

8A. Within the last threee years, has your school hired any female teachers to teach subjects which have been traditionally associated with males?

1. YES
2. NO → Skip to Q 9A

8B. For which position(s)? (Please list below.) _____

_____

_____

9A. Within the last three years, has your school hired any male teachers to teach subjects which have been traditionally associated with females?

1. YES
2. NO → Skip to Q 10A

9B. For which position(s)? (Please list below.) _____

_____

_____

10A. What, if any, is your school's policy for evaluating teaching/counseling materials for possibly sex-biased information? _____

_____

_____

NO POLICY _____

10B. Who, if anyone, evaluates teaching/counseling materials for possible sex-biases? (Circle all that apply.)

1. TEACHERS
2. COUNSELORS
3. CAREER CENTER PERSONNEL
4. PRINCIPAL
5. VICE-PRINCIPAL
6. OTHER (Please specify) _____

10C. What happens if and when materials are found to be sex-biased? (Please explain below.) _____

_____

_____

CONTINUED

11. Has your school ever organized any sex equity workshops for its faculty?

    1. YES
    2. NO

12. Below is a list of strategies that are being used by schools to increase the enrollment of male and female students in programs which have been traditionally associated with the opposite sex only. Please indicate which ones, if any, your school is using.

    1. Counselors have access to materials and employment data that demonstrate the availability of careers/jobs to women.

    2. Teachers have access to materials and employment data that demonstrate the availibility of careers/jobs to women.

    3. Counselors have career/job materials which are not sex stereotyped (e.g., non-sexist language, pictures which show both sexes performing a job, etc.)

    4. Teachers have career/job materials which are not sex stereotyped (e.g., non-sexist language, pictures which show both sexes performing a job, etc.)

    5. Counselors are encouraged to attend workshops on sex equity in education.

    6. Teachers are encouraged to attend workshops on sex equity in education.

    7. Counselors deliberately recruit members of both sexes into programs which in the past have been associated with men only or with women only.

    8. Teachers deliberately recruit members of both sexes into programs which in the past have been associated with men only or with women only.

CONTINUED

9. Counselors attempt to familiarize parents with the broad spectrum of occupations available to all students.

10. Teachers attempt to familiarize parents with the broad spectrum of occupations available to all students.

11. Teachers have teaching materials which are not sex stereotyped.

12. Other (Please specify.) _____

_____

_____

13. Of the measures listed and any that you may have added, which in your opinion are the most beneficial? Please list the numbers of the measures. _____

_____

14. Are you aware of practices in your school which discourage male and/or female students from taking certain courses because of the sex of the student? From the list below please circle all of which you are aware.

1. Sexist comments and/or jokes made by school personnel.

2. Predominate use of male or female pronouns in literature about vocational education.

3. Predominate use of males or females in pictures in vocational education promotional literature.

4. Non-sex stereotyped career/job material available but not in use.

5. Non-sex stereotyped teaching materials available but not in use.

6. Less emphasis placed on the need of career/job preparatory education courses for females.

7. Negative comments about Title IX legislation.

8. Other (Please specify) _____

CONTINUED

15. Please use the space below for any additional comments. Thank you for participating in this survey.